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Training On Formative And Summative Learning Evaluation For Early Childhood Educators At Himpaudi Kec. Pondok Kelapa Kab. Central Bengkulu

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Abstract. This community service activity aims to improve the competence of PAUD educators in compiling formative and summative learning evaluations that are in accordance with the characteristics of early childhood. The training was carried out by lecturers of the PG-PAUD Study Program, Dehasen University, Bengkulu on May 10, 2025, at the HIMPAUDI Secretariat, Pondok Kelapa District, Central Bengkulu Regency. This activity was attended by 40 participants consisting of PAUD principals and teachers who are members of HIMPAUDI, Pondok Kelapa District. The training methods include interactive lectures, group discussions, evaluation instrument preparation practices, and reflection and question and answer sessions. The material was delivered by three speakers who are expert lecturers in the field of early childhood education evaluation, namely Dr. Mimpira Haryono, M.Pd., Ela Pebriani, M.Pd., and Ranny Fitria Imran, M.Pd. The results of the training showed that there was a significant increase in the participants' understanding and skills in compiling evaluation instruments such as observation sheets, development journals, and child portfolios. This training has a positive impact in building educators' awareness that evaluation is an important part of the learning process, as well as encouraging the implementation of authentic evaluation that supports children's holistic development. This activity recommends follow-up in the form of mentoring and further training to strengthen the implementation of learning evaluation in PAUD units.

Keywords: *Formative and Summative Learning Evaluation, PAUD Educators*

INTRODUCTION

Early Childhood Education (PAUD) is the main foundation in building character and basic abilities of children before entering further education. During early childhood, children are in a golden age which is marked by very rapid growth and development, both physically, socially, emotionally, linguistically, and cognitively. Therefore, learning activities in PAUD must be designed comprehensively and equipped with an evaluation process that reflects the child's overall development.

In PAUD learning practices, evaluation is an integral part that functions to observe, record, and assess the process and results of child development. Evaluations that are carried out appropriately can help educators design learning strategies that are more effective and in accordance with the needs of individual children. According to Damayanti (2021), evaluation in PAUD does not aim to provide academic grades as in elementary and secondary education levels, but rather to understand the process of child growth and development holistically.

Evaluation of learning in early childhood is generally divided into two main types, namely formative and summative evaluations. Formative evaluations are carried out continuously during the learning process to provide feedback to teachers and children about the progress that has been achieved. Meanwhile, summative evaluation is conducted at the end of a certain period to assess the overall developmental achievements of children (Putri, 2022). Formative evaluation provides space for educators to adjust the learning approach and methods directly, in line with the principles of Merdeka Belajar which emphasizes child-centered learning and is flexible to the conditions and needs of students. The Ministry of Education, Culture, Research and Technology (2022) emphasized that in the Merdeka Curriculum for PAUD, assessments must be carried out authentically, naturally, and based on children's play activities.

However, the reality in the field shows that many PAUD educators do not fully understand the differences, objectives, and implementation techniques for formative and summative evaluations. Hasanah (2023) showed that 67% of PAUD teachers in rural areas tend to equate evaluation with written tests and scoring, even though this approach is not in accordance with the characteristics of early childhood. Inaccuracy in the preparation and implementation of evaluations has an impact on the inaccuracy of teachers' understanding of child development, so that the follow-up designed is not in accordance with the needs of children.

Hartati (2024) emphasized the importance of strengthening teacher capacity in designing evaluation instruments that are contextual, functional, and appropriate to children's developmental stages. Another challenge is the lack of technical training for teachers in compiling and implementing various evaluation instruments, such as observation sheets, development journals, portfolios, and anecdotal notes. Nurfadilah (2023) stated that the lack of training on evaluation causes teachers to only rely on evaluation formats provided by institutions without innovations that are appropriate to children's needs.

Along with the changes in the curriculum paradigm and learning approaches, teacher competence in conducting evaluations also needs to be improved. Teachers must be equipped with the ability to compile evaluations that are not only administrative in nature, but also become a tool to understand children better. This improvement in understanding can be realized through practice-based training and relevant case studies.

Responding to this need, the Early Childhood Education Teacher Education Study Program, Dehasen University, Bengkulu, carried out community service activities in the form of training in compiling formative and summative learning evaluations. This activity is intended for Early Childhood Education educators who are members of HIMPAUDI, Pondok Kelapa District, Central Bengkulu Regency. This training aims to improve teachers' abilities in understanding the concept of evaluation, distinguishing between types of evaluations, and compiling evaluation instruments that are appropriate to the context of early childhood learning.

Through this activity, it is hoped that Early Childhood Education educators will become more skilled and confident in carrying out meaningful and useful evaluations. The evaluation is not only an administrative obligation, but also functions as a tool to improve the quality of learning and early childhood education services. Good evaluation will produce learning that is more targeted and child-friendly.

In addition to strengthening the technical capacity of teachers, this training also aims to build critical awareness of the importance of evaluation as part of a reflective and sustainable learning cycle. Evaluations that are carried out properly not only help teachers understand children's developmental achievements, but also become a means of reflection to improve the quality of learning planning and implementation. This is in line with the view of Wijayanti (2022) who stated that evaluation integrated into the learning process will encourage teachers to be more adaptive and responsive to the dynamics of child development. This training activity is also part of the commitment of the PG-PAUD Study Program, Dehasen University, Bengkulu in supporting the improvement of the quality of early childhood education in the regions.

Partnerships with professional organizations such as HIMPAUDI are a strategic step in reaching more educators at the grassroots level, while strengthening the collaborative early childhood education ecosystem. Thus, strengthening teacher competence in the field of evaluation is not only an internal agenda of educational units, but is also part of a joint movement to create quality and equitable PAUD services.

RESEARCH METHODS

This community service activity was carried out using a participatory training approach that emphasized the active involvement of participants. This training was organized by a team of lecturers from the Early Childhood Education Teacher Education Study Program, Dehasen University, Bengkulu and was attended by 40 Early Childhood Education educators who are members of HIMPAUDI, Pondok Kelapa District, Central Bengkulu Regency. The activity was carried out face-to-face for one day, namely from 08.00 WIB to 15.00 WIB, at the HIMPAUDI Secretariat, Pondok Kelapa District.

The training began with an opening and introduction to the core material on the concept of early childhood learning evaluation, especially formative and summative evaluation. The material was delivered by resource persons who are expert lecturers in the field of early childhood education evaluation, namely Dr. Mimpira Haryono, M.Pd., Ela Pebriani, M.Pd., and Ranny Fitria Imran, M.Pd. The three resource persons provided theoretical and practical explanations regarding the importance of evaluation that is appropriate to the child's developmental stage, as well as how to design authentic and effective evaluation instruments.

The training methods used include interactive lectures, group discussions, simulations of compiling evaluation instruments, and direct practice in compiling observation sheets, development journals, and child portfolios. Participants are also involved in training to compile evaluation instruments based on learning themes commonly used in each PAUD unit, so that the material presented is truly applicable and easy to apply.

As part of the strategy to strengthen participant understanding, the implementing team provides pre-tests and post-tests to measure the increase in participant understanding before and after training. In addition, group reflections, question and answer sessions, and collection of feedback from participants are carried out to determine the effectiveness of the training and the challenges faced in implementing learning evaluations in each PAUD unit.

This training activity was closed with the preparation of a Follow-up Action Plan (RTL) by participants, which contains their commitment to apply the knowledge and skills gained in the training into daily learning practices. With this approach, the training is expected to not only increase the professional capacity of PAUD teachers in compiling evaluations, but also have a direct impact on improving the quality of early childhood education services in Pondok Kelapa District.

RESULTS AND DISCUSSION

The training on compiling formative and summative learning evaluations for PAUD educators at HIMPAUDI Pondok Kelapa District went smoothly and received a very positive response from the participants. A total of 40 PAUD educators from various educational units attended the training for two days. Participants showed high enthusiasm in participating in the entire series of activities, starting from the presentation of materials, group discussions, to the practice of compiling evaluation instruments.

The results of the pre-test and post-test showed a significant increase in participants' understanding of the concept of formative and summative evaluation. Before the training, the average pre-test score only reached 55%, while after the training the average post-test score increased to 85%. This indicates that the training succeeded in improving participants'

understanding and skills in compiling and implementing learning evaluations that are in accordance with the characteristics of early childhood.

During the practical session, participants were able to compile various evaluation instruments such as observation sheets, anecdotal notes, development journals, and child portfolios well. The instruments compiled have referred to the principles of authentic, holistic, and sustainable evaluation in accordance with the direction of the Merdeka Curriculum. Participants are also able to identify indicators of child development that are relevant to the learning theme and adapt evaluation techniques to the needs of each child.



Figure 1 PKM Activity Participants

Group discussions and reflections showed that most participants previously faced difficulties in distinguishing types of evaluation and choosing the right instruments. They also acknowledged the limited knowledge related to evaluation techniques based on observation and documentation of child development. This training opened their eyes that evaluation in PAUD should be oriented towards the process and child development, not just the end result or quantitative value. In addition to increasing technical capacity, this training also increased participants' awareness of the importance of evaluation as a tool for improving learning and education services. Educators understand that evaluation is not just an administrative obligation, but an integral part of the learning process that helps them understand children's individual needs and design more effective learning strategies. However, several challenges also emerged in the discussion that need attention, including limited time in implementing a comprehensive evaluation amidst the busy daily activities, and the need for support from institutions to provide facilities and tools to support evaluation. Participants hope for further assistance and the provision of easily accessible evaluation modules as their reference material.



**Figure 2 Resource Team Shares Good Practices
Dr. Mimpira Haryono, M.Pd., Ela Pebriani, M.Pd., Ranny Fitria Imran, M.Pd**

Overall, this training has a positive impact on strengthening the competence of PAUD educators in Pondok Kelapa District in implementing formative and summative learning evaluations. This increased ability is expected to improve the quality of early childhood education services that are oriented towards optimal development of children's potential. The success of this activity also shows the importance of collaboration between universities, HIMPAUDI, and educational units in developing the capacity of PAUD educators in a sustainable manner.

CONCLUSION

The training on compiling formative and summative learning evaluations for PAUD educators at HIMPAUDI, Pondok Kelapa District, Central Bengkulu Regency has succeeded in significantly improving the understanding and skills of the participants. Attended by 40 PAUD educators for one day of training, participants were able to understand and apply the concept of authentic, holistic, and sustainable evaluation in accordance with the principles of the Independent Curriculum. In addition to improving technical skills in compiling evaluation instruments such as observation sheets, development journals, and portfolios, this training also built participants' awareness of the importance of evaluation as a tool for reflection and improvement of the learning process that focuses on the individual development of children. The training also opened up new insights that evaluation is not only administrative, but is an integral part of a learning strategy that supports optimal child growth and development. The increase in pre-test and post-test scores shows the effectiveness of interactive and applicable training methods. Even so, challenges such as limited time and facility support are important notes to consider in implementation in the field. Overall, this training is a strategic step in strengthening the capacity of PAUD educators in the region and makes a positive contribution to improving the quality of early childhood education.

Based on the results of the training and various challenges faced during the implementation of learning evaluation in PAUD, it is recommended that PAUD educators receive further assistance to ensure that the implementation of learning evaluation runs effectively and sustainably. HIMPAUDI together with related parties are also expected to provide easily accessible evaluation modules and reference materials, so that educators can continue to develop their competencies independently. In addition, support for facilities and provision of special time in teaching and learning activities in PAUD is needed so that the evaluation process can be carried out optimally without disrupting daily learning activities. Similar training should be held periodically at the sub-district and district levels, in order to reach more PAUD educators and improve the quality of early childhood education evenly. Finally, universities and related institutions are expected to continue to collaborate closely with HIMPAUDI to implement PAUD educator capacity development programs systematically and sustainably.

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